

STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS



1910

1911

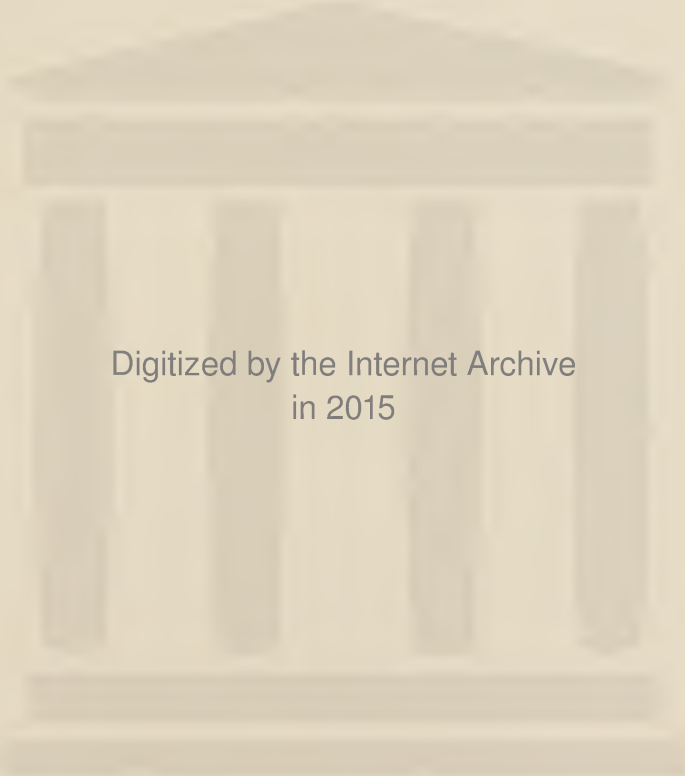
STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS



THIRTEENTH YEAR

1910-1911

APPROVED BY
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STATE NORMAL SCHOOL.

State Board of Education.

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SARAH E. LOVELL,	English.
CHARLES E. DONER,	Penmanship.
ALBERT E. BROWN,	Music.
ETHEL E. KIMBALL,	Secretary and Librarian.

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Lowell Division.

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CHARLOTTE M. MURKLAND,	Eighth grade.
BLANCHE A. CHENEY,	Eighth grade.
AMY L. TUCKE,	Seventh grade.
FRANCES CLARK,	Seventh grade.
IVAH M. CONNELL,	Supervisor's Assistant.
BELLE F. BATCHELDER,	Sixth grade.
MARY E. WALSH,	Sixth grade.
MARIA W. ROBERTS,	Fifth grade.
KATHERINE FARLEY,	Fifth grade.
ALICE D. SUNBURY,	Fourth grade.
CAROLINE H. MCGARVEY,	Fourth grade.
BRIDGET K. SMITH,	Third grade.
SARA E. AMES,	Second grade.
A. GERTRUDE STILES,	Second grade.
ESSIE E. ROCHE,	First grade.
E. BELLE PERHAM,	First grade.
HELEN W. NOYES,	Principal of kindergarten.
EDITH A. ANDREWS,	Assistant.

Lawrence Division.

LEILA M. LAMPREY,	PRINCIPAL.
MARY A. MAHONEY,	Eighth grade.
NELLIE S. WINCHESTER,	Seventh grade.
GRACE L. CONLIN,	Seventh grade.
H. FRANCIS McDONNELL,	Sixth grade.
MABEL L. MULLEN,	Sixth grade.
LAURA K. PRESCOTT,	Sixth grade.
E. MABEL ANDREWS,	Fifth grade.
ELLA F. EASTMAN,	Fourth and fifth grades.
ELLEN C. TOBIN,	Fourth grade.
ETHEL C. RAMSEY,	Third grade.
ANNIE L. O'CONNOR,	Second and third grades.
EMMA J. GREENWOOD,	First and second grades.
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ANNIE S. MCCARTHY,	Drawing.
AGNES M. FINEGAN,	Assistant.

North Tewksbury Division.

TIRZAH SWIFT MORSE,	TEACHER.
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School Council.

Faculty.

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Hugh J. Molloy.

Mirion H. Milner.

Seniors.

Vera E. Groves.

Harriette B. Moran.

Annie N. Koschitzky.

Juniors.

Dorothy F. Barkley.

Maude Firth.

Mary J. Moriarty.

Alumni Association.

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Miss WINIFRED C. McEVOY,		<i>Vice-President.</i>
Miss ALICE E. RAMSAY,		<i>Secretary.</i>
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	1899.	
Miss L. Maude Jarvis.		Miss Ethel E. Kimball.
	1900.	
Miss Anna T. Coburn.		Miss Margaret S. Jamieson.
	1901.	
Miss Caroline P. Long.		Miss Loretta L. Ward.
	1902.	
Miss M. Gertrude Seede.		Miss Mary E. Tobin.
	1903.	
Miss Gertrude E. Fox.		Miss Etta B. Smith.
	1904.	
Miss Jennie M. Kerr.		Miss Bertha S. Marshall.
	1905.	
Miss Blanche E. Marshall.		Miss Alice W. O'Connor.
	1906.	
Miss Frances L. Donovan.		Miss Loretta A. Hannafin.
	1907.	
Miss Ivah M. Connell.		Miss Mary H. Underwood.
	1908	
Miss Kathleen E. Driscoll.		Miss Annie Daley.
	1909.	
Miss Frances T. Finegan.		Miss Margaret E. Shinkwin.



PRACTICE SCHOOL, LAWRENCE.

The School Calendar.

1910.

Graduation.

Tuesday, June 21.

First Entrance Examinations.

June 23 and 24.

Midsummer Vacation.

Second Entrance Examinations.

September 6 and 7.

School Year Begins.

Thursday, September 8.

Thanksgiving Recess.

November 24 and 25.

Christmas Recess.

December 24 to January 9.

1911.

First term ends, Friday, January 27.

Second term begins, Monday, January 30.

Spring Recess.

April 1 to April 10.

Patriot's Day.

April 19.

Memorial Day.

May 30.

Graduation.

June 20.

First Entrance Examinations.

June 22 and 23.

Midsummer Vacation.

Second Entrance Examinations.

September 5 and 6.

Special Notice.

The above entrance examinations will begin each day at 9 A.M. in the main hall of the school building, corner of Broadway and Wilder Street.

State Normal School at Lowell.

Circular of Information.

The Lowell Normal School was established by an act of Legislature approved Jan. 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils Oct. 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electric. It is also within easy walking distance of the Boston & Maine station.

ARCHITECTURE.

The building itself was planned with special thought of every convenience, and attracts attention as a model structure of its kind. It is constructed of buff mottled brick, with trimmings of Indiana limestone. It has three stories and a basement, and is one hundred and seventy-eight feet in length, with a depth of seventy-four feet. The entrance consists of a portico which is faced with marble, and the ceiling vaulted. The front and rear steps, buttresses and base course are of Conway granite, and moulded brick is used over the windows.

The basement contains the two manual training workshops, the lunch room, toilet rooms, boiler and engine rooms.

The first floor contains a corridor twelve feet wide, extending from stairway to stairway. The staircases at the ends are constructed of iron. On this story are the principal's room, teachers' assembling room, cloak rooms, four recitation rooms, with adjoining private rooms for the teachers.

The second floor contains the main hall, sixty by sixty-five feet, with four large recitation rooms similarly arranged with private rooms between them.

On the third floor are the laboratories for physics and chemistry, a lecture room, the large gymnasium, thirty-three by sixty-five feet, and a drawing room equally as large, with northern light.

All rooms and corridors are finished with quartered oak. Heating and ventilation are accomplished by a combination known as the fan and gravity system. Each recitation room is supplied with not less than thirty-five cubic feet of fresh air per minute for each pupil, and an equal amount of foul air is withdrawn at the same rate. The rooms in the basement are plastered with Keene cement; all others with adamant.

Aim and Purpose of the School.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal School, as follows:—

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined:—

1. By their standing in a physical examination.
2. By their moral character.
3. By their high school record.
4. By a written examination.
5. By an oral examination.

Physical Examination.

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free

from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

High School Record.

It may be said, in general, that, if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

Admission by Certificate.

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B., or 80 per cent., as certified by the principal of the school.

Blank forms for the certificate may be obtained upon application to the office of the State Board of Education.

Principals of high schools are earnestly requested to send certificates at the earliest opportunity.

Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

High schools desiring this approval should correspond with the Secretary of the Board.

French may be taken in the preliminary examinations.

Written Examination.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*):—

I. *Language*.—(a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics*.—(a) The elements of algebra, and (b) the elements of plane geometry.

III. *United States History*.—The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science*.—(a) Physiology and hygiene, and (b and c) any two of the following: physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music*.—(a) Elementary, mechanical and free-hand drawing, with any one of the topics,—form, color and arrangement, and (b) music.

Oral Examination.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about

his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

GENERAL REQUIREMENT IN ENGLISH FOR ALL EXAMINATIONS.

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS.

I. Language.

(a) *English.*—The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England.

1. *Reading and Practice.*—A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book, *properly certified by his instructor*, containing compositions or other written work done in connection with the reading of the books.

The list of books for study prescribed by the Commission of Colleges in New England for 1911 is as follows: Shakespeare's *Macbeth*; Milton's *L'Allegro*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover (1) whether the student has acquired a good habit of study, (2) whether he has

formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

(b) *Either Latin or French.*—The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

The Conference on Uniform Requirements in English for Admission to College, on whose recommendations the foregoing lists of books in English and directions for study are based, advises—

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and paragraphs, and in the simple forms of narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for compositions be taken partly from the prescribed books and partly from the students' own thought and experience.

7. That each of the books prescribed for study be taught with reference to (a) the language, including the meaning of the words and sentences, the important qualities of style and the important

allusions; (b) the plan of the work, *i.e.*, its structure and method; and (c) the place of the work in literary history, the circumstances of its production and the life of its author. That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

II. *Mathematics.*

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its application to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them, and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

III. *United States History.*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised; also in English history, so far as this history bears conspicuously on that of the United States.

IV. *Science.*

(a) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics,*

Chemistry, Botany, Physical Geography, provided One of the Two is either Physics or Chemistry.—The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V. *Drawing and Music.*

(a) *Drawing.*—Mechanical and free-hand drawing,—enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics,—form, color and arrangement.

(b) *Music.*—Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

IMPORTANCE OF ADEQUATE PREPARATION.

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

EQUIVALENTS.

A reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken all the subjects named for examination. It should be noted, however, that all the subjects indicated for the admission examinations are of vital importance in the preparation of the teacher for work in the elementary schools. If any are omitted before admission to the normal school, the pupil's work in them after admission is likely to be at some disadvantage.

DIVISION OF THE EXAMINATIONS.

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full:—

- II. Mathematics.
- III. United States history.
- IV. Science.
- V. Drawing and music.
- VI. French.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows:—

_____ has been a pupil in the
 _____ School for _____ years, and is, in my judgment
 prepared to pass the normal school preliminary examination in the fol-
 lowing group or groups of subjects and the divisions thereof:—

Signature of principal or teacher, _____

Address, _____

The group known as I. Language must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as IV. Science should also be so reserved.

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.

EXAMINATION DATES.

The admission examinations are held at the several normal school buildings in accordance with the following schedule:—

1910.—Thursday and Friday, June 23 and 24; Tuesday and Wednesday, September 6 and 7.

1911.—Thursday and Friday, June 22 and 23; Tuesday and Wednesday, September 5 and 6.

TIMES OF ADMISSION.

New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

Expenses.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of twenty-five dollars for each half year.

Text-books and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term,

provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

ELEMENTARY COURSE OF STUDY.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects:—

I. The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(a) English,—reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics,—arithmetic and bookkeeping, algebra, plane geometry.

(c) History,—history and civil polity of the United States and of Massachusetts.

(d) Science,—physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training, manual training.

II. (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

ENGLISH.

There is no student of English who does not gain from his work the power of self-expression, a keener appreciation of nature, a quickening of the imagination, a deeper insight into human life and a broader outlook upon the world around him. The course in English offers not only this most necessary cultural education,

but it also aims to teach the student where to find in literature the necessary material for the child's development, and to offer practical methods for presenting this material to the child.

The work throughout the two years is a correlation of language, composition and literature. The language work begins with "the word," — its history, the use of the dictionary, word-building and pronunciation; the composition work at this time includes papers on the language work and its connection with the early history of England.

The language course for the first year offers a careful drill in the essentials of grammar, and a practical study of those laws of composition and rhetoric which will enable the student to gain a new appreciation of the masters of English style and a renewed desire to imitate these ideals. In the literature work of this year the students must gain from masterpieces of English literature not only a thorough knowledge of their contents, but the power to reveal these treasures to others. This necessitates a knowledge of the author and some acquaintance with his period in literature.

In the second year, besides the advanced composition and methods of teaching, the course seeks to give the students a thorough introduction to child literature. This means a careful study of classic myths, Greek, Norse, and Teutonic, a review of the Arthurian legends, Esop's fables and modern fairy tales. The student must also become acquainted with books dealing with the outdoor world, especially with animal life, and must study and present to the class from a teacher's point of view suggested poems for all grades.

MATHEMATICS.

The end in view is to prepare teachers for the work in arithmetic in the elementary schools; this purpose is kept constantly in mind.

During the junior year the work is largely along the lines of primary and middle grade arithmetic, constant effort being made to secure class room proficiency for students who are to practice during the following year; the closest attention is given to the reasons in arithmetical processes, in order to enable the teacher to substitute her method for stereotyped rules. There is much work at the blackboards by the class as a whole, for the purpose of encouraging work in the open.

Regular text-books are used, and emphasis is placed upon well-arranged and precise written work.

During the senior year the course of study in arithmetic is thoroughly reviewed and discussed. Work of the upper grades is reviewed, largely for the purpose of clearing up difficulties for prospective teachers which were never overcome by them as pupils in the elementary or high schools.

So much time is devoted to algebra as will permit of a review and discussion of definitions and notation, simple equations, fractions, and the method of attacking problems; but these matters are taken up solely for the preparation of teachers of arithmetic.

Definitions and a brief list of fundamental theorems in geometry are covered, but merely with a view to the proper teaching of subjects found in the arithmetic course in elementary schools.

HISTORY AND GOVERNMENT.

Subject Matter.

A discussion of the methods used in teaching history and in the preparation of the work. (Reference books, Hinsdale, Bourne.)

Lesson plans, digests, outlines, map drawings, book lists, and the gathering together of material which will aid the normal school student in teaching history in any or all of the primary and grammar grades of the public school system. (See bulletins prepared for our practice school.)

The historical subjects discussed are as follows:—

Essentials in English and American constitutional history, including social institutions and geographical and racial influences. (See printed outlines published in the Appendix of Hill's "Liberty Documents.")

Also essentials in the history of education. (See topics.)

Local history of the student's town or city. (See printed topics.)

Biography and the influence of leadership upon society.

The use of bibliography. (See printed outlines in Lane & Hill's "American History in Literature.")

The study of government,—federal, State and municipal, the emphasis being placed upon municipal government. (See Hill's "Lessons for Junior Citizens.")

The use of "sources" and literature in relation to history.

Theses upon intensive subjects by individual pupils, — one in history, one in government, one in local history, one in the history of education.

The Purpose of the Course in History and Government.

First, Professional Equipment for "Self-Support." — An exact knowledge of subject matter, so systematized as to aid the teacher in not only knowing and appreciating historical matter, but in presenting it to her pupils, that they in turn may be stimulated to know and to enjoy history. Our study of the histories of England and the United States, and the History of Education, together with the presentation of lesson plans in so called "teaching lessons," illustrates in a measure our efforts along this line.

Second, the Teacher's Relation to Society. — The professional man or woman should so approach his or her work that he or she becomes "conjunctive" in interests. Each teacher should take part in human affairs outside of the schoolhouse as well as inside the class room, contributing to the whole of society as well as to the part. Such spirit and example will make it possible for the teacher to create in the pupil a similar responsibility in promoting the welfare of society of which the pupil is already a part. Our study of government, of local history and especially of municipal government is aimed with such a result in view.

Third, Standards for General Progress. — In order to create in our teaching force of the future a higher standard and larger outlook, certain specific lessons of cultural value are presented in the history course, as well as subject matter and method: historical stories; the use of beautiful pictures illustrating history, German colored prints, etc.; reference to or use of the "sources" of history; and excerpts from literature, to illustrate history. These are, in so far as possible, added to the more matter-of-fact work upon historical matter and the manner of its presentation in public schools. We also add to the History of Education reading of current educational magazines and works upon educational subjects.

The programme for the coming year consists of four recitations a week for both juniors and seniors. This is an increase of opportunity, and it will, we hope, increase proportionately the amount of efficiency.

Each senior has the privilege of teaching history during her three months of practice work in our training school. Thus the method and theory of the normal school has the opportunity to prove itself serviceable in actual experience.

SCIENCE.

Physics.

During a period of six weeks in the junior year this subject takes the place of arithmetic.

The time is spent in experiment and discussion; the properties of matter, weighing and measuring, the thermometer, the barometer, and introductory matters in connection with sound, light and heat are covered in as matter-of-fact a way as possible, with a view to fitting the student for work in geography and science in the elementary schools.

Gardening and Nature Study.

The course in gardening and nature study covers five periods a week during the junior year. Practical gardening operations are carried on throughout the course, the pupils planting seeds, bulbs and cuttings of many different kinds, and growing them to flower and fruit. These garden experiences are made the basis of much drawing upon paper and blackboard, and of many language lessons, both oral and written. Each pupil has an indoor garden and an outdoor garden for her individual use, and assists also in the planting and care of the general gardens.

In addition to the practical garden knowledge thus acquired, the pupils learn much of the botany and chemistry of plant growth.

Considerable attention is given to leading the pupils to a workable knowledge of the trees, birds, wild flowers and other living things. The point of view is that of use in the grades, though considerable technical knowledge is acquired incidentally. Opportunities for expression through language and drawings are given throughout the course.

The school is rapidly developing special collections of the trees, shrubs and perennial flowers which may be used to best advantage in school work and for general planting.

Geography.

The course in geography extends throughout the two years, with three weekly periods the first year and two the second.

The subject is studied from physical, mathematical, political and commercial sides. The object in view is: (1) to give the students knowledge of fundamental principles upon which changes on the earth's surface depend; (2) to give students ability to interpret these changes from the point of view of earth as the home of man; (3) general knowledge of the earth as a whole, with special study of certain regions and the effect of natural conditions on human life; (4) adaptation of work to the grades.

In accomplishing the above, a fundamental knowledge of physical geography is worked for. Laboratory work is introduced and personal work in the field is encouraged. Subjects are chosen which serve as types in the study of surface features and in industrial subjects.

The teaching side of the subject is considered at irregular periods throughout the course, special attention being given to arrangement of courses of study toward the end of the senior year.

DRAWING.

The course in drawing aims to acquaint the student with the subjects that are taken up in the public schools, and to enlarge æsthetic feeling and appreciation.

The principles underlying freehand drawing are carefully studied and carried out with pencil, colored crayon, water color or in black-board drawings. These are applied, too, in illustrative sketches.

Design is studied not only for its underlying principles and historic foundation, but also that it may be applied satisfactorily in book covers, tooled leather, metal, stencils and embroidery.

Color scales to show hue, value and intensity are made; color analysis and harmony are considered whenever possible in carrying out designs, in talks on house furnishings and dress and in landscape compositions. Picture study is taken up also in connection with composition and color.

Five-minute sketches are required at frequent intervals, that a constant quick review may be carried on.

The students follow the work in drawing during their practice period, working with the regular and special teachers and conducting lessons themselves.

PSYCHOLOGY.

This course aims to equip the student with the elementary principles of teaching, the fundamental psychological processes which have to do with learning receiving special attention.

While the work tends to increase and to broaden the student's knowledge of general psychology, the point kept constantly in mind is the professional aspect of the subject.

Considerable time is given to the central nervous system, showing the physiological basis of mental activity. Attention, perception, conception, memory, imagination and habit are discussed with special reference to their development in children. Feeling and emotions, volitions, and temperament, in its relation to teacher and pupil, also receive attention.

In the training school, classes of children taught by skilled instructors are observed by the students. These observation lessons illustrate, in practical teaching, the specific principles taught in the theory classes, and give an excellent foundation for the practice work which follows.

While several texts are in constant use, more time is given to illustration by the students, from their own experience, of elementary facts of educational psychology, than to the usual classroom recitation. Four periods a week during the senior year are devoted to this course.

PHYSICAL EDUCATION.

In this department the work is two-fold, — to develop physical strength, health and endurance in the student, and to prepare her with a great variety of exercises, that she may be able to interest all classes of children and meet the varying needs of each individual pupil. The work is varied: it consists of the study of the principles of the Swedish system of gymnastics and the practical work in the gymnasium covering the following subjects, — free movements, general developing exercises, gymnastic games for the schoolroom and

the playground, story plays, drills and folk-lore dances. Outdoor work on the school campus, tennis, etc., are also part of the course. During the senior year the students conduct gymnastic exercises as practice in teaching.

READING AND VOICE TRAINING.

How to read, how to teach reading. It is the aim in this course to secure the ready apprehension of thought and feeling from the printed page, to cultivate the power to give correct expression to thought and feeling, to secure an acquaintance with good reading and to create and foster a love for it.

There is no "only way" of teaching reading. Students are taught the practical use of the alphabet, word, sentence and phonic methods, how to use the dictionary, the study of diacritical marks and pronunciation. Story-telling for children is carefully studied, also the dramatization of the story for public school work.

It is extremely important that the teacher should cultivate a quiet, well-modulated manner of speech; her pupils are insensibly affected by it. Voice is the greatest instrument of expression, and much time is given to breath control, correction of faults in use of voice, tone placing, articulation, flexibility and resonance.

Special Courses for Teachers.

Teachers of several years' successful experience, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course of study, and when such course is successfully completed they shall receive certificates for the same.

Special Course for College Graduates.

Graduates of colleges and universities, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Teachers of successful experience, who bring satisfactory testimonials, may also receive a certificate under similar conditions.

Normal Course for Kindergarten Teachers.

This course covers a period of two years. A post-graduate year is also offered. A more detailed statement will be found under the head of "Schools of Observation and Practice."

Schools of Observation and Practice.

These schools are situated in Lowell and Lawrence. In Lowell, the Bartlett school is on Wannalancit Street, and may be reached by two lines of electrics,—the Broadway and the Pawtucket Street. There are also twelve kindergartens in different parts of the city. In Lawrence, the Gilbert E. Hood school, Park and Bruce streets, is used for training purposes.

Section I. of the agreement made by the State with the city of Lowell reads as follows:—

The city of Lowell agrees: 1. To the use of the Bartlett school by the normal school as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

The building occupied by the Bartlett school is described in the report of the school committee as follows:—

The new Bartlett school building is not only the largest, but, as might be expected of the newest, is the finest of our grammar school buildings. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the street for the first and two spacious stairways for the second. The upper floor is occupied by a handsome and well-lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, store rooms for books, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

In giving the use of the new Bartlett school to the State normal school, as has recently been done, the city has thus followed the example of other places where normal schools have recently been established, and has given its best.

An agreement was made with the city of Lawrence, the first section of which reads as follows:—

The city of Lawrence agrees to the use of the Oak Street training school by the Lowell Normal School as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

In September, 1905, the practice department was transferred from the Oak Street school to the Gilbert E. Hood school, which is described as follows:—

The schoolhouse is a three-story brick structure, substantial in construction and attractive in appearance. It is admirably located on the northerly side of Park Street, bounded on the east by Bruce Street and on the west by Saunders Street. The trimmings are of granite.

There is an entrance from each street, the principal one being from Park Street, and those from Bruce and Saunders streets lead directly into the main corridor. There are also two rear entrances, connecting with the basement and the first floor. The corridors running parallel with Park Street the entire length of the building are thoroughly lighted from the stairways and by direct light. The building has sixteen class rooms, each 26 feet 4 inches by 32 feet 4 inches; a library 14 feet by 27 feet 3 inches; one recitation room, 14 feet by 18 feet 9 inches. An assembly hall on the third floor is thoroughly lighted, and has a seating capacity of six hundred and fifty.

There is also a principal's office on the first floor, and teachers' rooms and storage rooms on each floor. The second floor has two toilet rooms with asphalt floors, enamelled iron lavatories and nickel-plated metal work. The coat rooms are well lighted and ventilated, and furnished with coat and hat racks and umbrella stands.

The basement is specially arranged for recreation rooms and toilet rooms. The boiler and coal-storage rooms are arranged so as to be independent of any other rooms, having separate entrances to the boiler-room in the rear of the building. The coal-storage room is under ground outside of the building. The school will be heated by hot air, forced through the building by means of fans driven by electric motors.

In Lowell, the training department at the present time embraces sixteen rooms in the Bartlett school and twelve kindergarten rooms in different parts of the city. Each room is in charge of a regular teacher, who has been selected with this particular work in view. She is responsible for the good order and progress of the children

under her charge, and also assists in the training of the normal school pupils assigned to her grade.

The pupil-teachers begin their observation early in their course. This is carried on in different grades, under the supervision of the departmental teachers of the normal school. Special attention is paid to observing the relation that the kindergarten bears to the lower primary grades.

Each pupil-teacher is assigned one or more children for special study, and she is required to submit a full report of the same to the supervisor.

In the second year three months are spent in practice work, divided into three periods of one month each. This gives an opportunity for work in three different grades, when such a plan is deemed advisable. This practice work is carried on in both sessions of the school, morning and afternoon. During the intervals between classes there is ample opportunity for instruction and individual assistance from the supervisors. The successes and failures of the lessons are fully discussed, and detailed plans are made for the following day. Each student is given time for observation in grades where she has had no opportunity for practice.

The teachers from the faculty of the State school, whose plans of study are cordially accepted by the training department, are expected to visit the practice work at least once a week, that a close relationship and clear understanding may exist between the academic work, theory work and practice work.

In Lawrence the plan of work differs somewhat from that followed in Lowell. Of the sixteen rooms, six are used for training and ten for observation. The six training rooms are in charge of three critic teachers, and in each of these rooms there are two pupil-teachers. In addition to the knowledge and training here acquired, the observation rooms are made a very important factor in the pupil-teacher's experience, by their power to quicken the insight, broaden the sympathies, and develop a general appreciation of diverse methods, personalities and problems.

The above agreements allow the Lowell Normal School to offer its pupils liberal opportunity for observation and practice in all grades below those of the high school.

Special emphasis is placed upon this side of the normal school work. The conditions met by the pupil-teacher in her practice work are those of a regular public school, both in instruction and in discipline.

Normal Kindergarten Course.

The normal training course for kindergarten teachers covers a period of two years. A post-graduate course of one year is also offered. The twelve schools furnished for observation and practice are situated in different parts of the city, and include in their enrolment 1,045 children. The following is a brief statement of the work of this department:—

In the first year the class takes the regular normal school course. It meets the supervisor of this department once a week, for instruction in principles and methods and the use of the gifts and occupations.

In the second year, the three months' practice is taken with the students of the regular two years' course.

After this period all the forenoons are spent in the schools, a part of the time in observation and a part in practice. Each pupil spends ten consecutive weeks in one school, and is given an opportunity to take entire charge of the room, under supervision. Afternoons are spent at the normal school, in the study of theory, mother play and symbolic education, psychology, games, gifts, occupations, drawing, nature work, gymnastics, voice training and music.

In the post-graduate year further opportunity is given for observation and practice. Instruction is given in advanced kindergarten theory, including the pedagogy of the kindergarten and the education of man, crystallography, laboratory work in zoölogy and botany, with special reference to their application to the kindergarten, and weekly discussions of making programmes.

General Information.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents, to investigate its methods, attend classes, or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Graduates.

Kindergarten Department. — June, 1898.

Baker, Ethel (Mrs. John Feehan),	.	.	.	Allston.
Knapp, S. Alice,	.	.	.	Lowell.
Lamere, Hortense,	.	.	.	Lowell.
Wilson, Sadie M.,	.	.	.	Chelsea.

Certificates for advanced work were granted to the following teachers: —

Alvord, Grace B. (Mrs. Noyes),	.	.	.	Newton.
Andrews, Edith A.,	.	.	.	Lowell.
Bartlett, Mary B. (Mrs. Arthur Scoboria),	.	.	.	Chelmsford.
Chisholm, Linda F.,	.	.	.	Marblehead.
Conant, Nettie M.,	.	.	.	Lowell.
Cragin, Elsie,	.	.	.	Lowell.
Cronin, Marguerite J. (Mrs. Gallagher),	.	.	.	Newton.
Donald, Edith,	.	.	.	Springfield.
Emery, N. Maria (Mrs. E. H. Pitcher),	.	.	.	Newport News, Va.
Gormley, Marietta,	.	.	.	Lowell.
Gould, Josephine,	.	.	.	Lowell.
King, M. Marietta,	.	.	.	Lowell.
Nickerson, Mabel D.,	.	.	.	Lowell.
Noyes, Helen W.,	.	.	.	Lowell.
Perham, E. Belle,	.	.	.	Lowell.
Piper, Ellen J.,	.	.	.	Lowell.
Reed, Clare S. (Mrs. Sam Hugh Brockunier),	.	.	.	Wheeling, W. Va.
Roberts, Gertrude A.,	.	.	.	Lowell.
Smith, Louie I.,	.	.	.	Lowell.
Sparks, Sarah G.,	.	.	.	Lowell.
Tabor, S. Hortense,	.	.	.	Lowell.
Taylor, N. Grace,	.	.	.	Lowell.
Walker, Mary C.,	.	.	.	Lowell.
Wilson, Elizabeth A.,	.	.	.	Lowell.

Class 1. — 1899.

Baker, Katherine F.,	Chelsea.
Barr, John Ernest,	Lowell.
Brown, Florence Brackett,	Milton.
Burbank, Lilian Chloe,	Boston.
Cassidy, Anna Isabel,	Lowell.
Coburn, Bessie Mildred,	Washington, D. C.
Cole, Rosalie Mary,	Waltham.
Crowley, Mary Louise,	Lowell.
Cunningham, Frances,	Lowell.
Dacey, Gertrude Helen (Mrs. Edward H. Mara),	Lexington.
Dame, Elizabeth Beatrice,	Lowell.
Dean, Sadie Maria,	Lowell.
Devine, Mary Frances,	Lowell.
Dow, Helen Annie,	Lowell.
Dowd, Marcella Frances,	Boston.
Fisher, Ruth,	Westford.
Gookin, Alice Louise,	Lowell.
Goss, Eva May (Mrs. Walter Bowers),	Lowell.
Halloran, Anastasia Terese (Mrs. John J. Brine),	Lowell.
Heywood, Elizabeth Cushing (Mrs. Charles L. Hildreth),	Westford.
Hunter, Ida Eleanor (Mrs. Arno Götz), . . .	Hudson, N. H.
Hyde, Margaret Grace,	Lowell.
Jantzen, Katherine Marie,	Lowell.
Jarvis, Lizzie Maude,	Brockton.
Johnston, Arthur Martin,	Edmonton, Can.
Keating, Nellie Louise,	Dracut.
Kimball, Ethel Elizabeth,	Lowell.
Murphy, Josephine,	Lowell.
Parker, Florence Buxton (Mrs. Calvin P. Atwood),	Reading.
Phelps, Lilla Maude,	Waltham.
Richards, Alice (Mrs. Ellery H. Jenkins), . .	Lowell.
Smith, Martha Fletcher,	Acton.
Teele, Alice Maybell,	Everett.
Thomas, Mary Elizabeth (Mrs. Sullivan), . .	Nashua, N. H.
Tinkham, Anna Grace,	Methuen.
Walsh, Charlotte Clara,	Lowell.

Wood, Sara Alice,	Boxborough.
Woodward, Georgia Everett (Mrs. G. E. Cal- kins),	Palmer.

KINDERGARTEN.

Charlton, Florence Jane,	Woburn.
Coburn, Agnes Eleanor (Mrs. George B. Allen),	Lowell.
Crowley, Katherine Maud,	Lowell.
Delaney, Clotilda Augusta,	Lowell.
Ellison, Annie Belle,	Baltimore, Md.
Penn, Ella May,	Lowell.
Seeton, Alice Frances,	Lowell.

HONORARY MEMBER.

Mrs. Kate Gannett Wells.

CLASS MOTTO.

"In Ourselves lies the Victory."

Class 2.—June, 1900.

Brooks, S. Harry,	Quincy.
Coburn, Anna Taft,	Lowell.
Coher, Samuel N.,	New York City.
Cooney, Helen Teresa, ¹	Lawrence.
Corkhill, Mary Elizabeth,	Lawrence.
Courtney, Mary Gertrude (Mrs. Harry L. Tim- mons),	Lowell.
Crowley, Mary Etta,	Lowell.
Cummings, Nellie Josephine,	Woburn.
Dodge, Annie Foster (Mrs. Earl C. Davis),	Pittsfield.
Donoghue, Annie Verecunda,	Lowell.
Downing, Esther Mary,	Lowell.
Eagan, Katherine Genevieve,	Lowell.
Flint, Edith Frances (Mrs. Walter N. Burt),	Lowell.
Frost, Annie Marilla,	Plymouth.
Gould, Belle May (Mrs. B. H. Byam), . . .	Lowell.
Halloran, Mary Isabel,	Lowell.
Harrington, Leonora Helena,	West Boxford.
Holland, Ellen Teresa,	Lawrence.
Horton, Helen Maude,	East Boston.

¹ Deceased.

Jamieson, Margaret Strang,		Lowell.
Lord, Laura Ann Densmore,		Lawrence.
Magoon, Georgenia Eva (Mrs. Geo. W. Lamb),		Beverly.
Mahoney, Lydia Helena,		Lawrence.
McConnor, Genevieve Augusta (Mrs. James McCabe), ¹		Lawrence.
McDonald, Margaret Genevieve,		Lowell.
Roche, Essie Elizabeth,		Lowell.
Rogers, Alice Theresa (Sister Aloysius),		Roxbury.
Rogers, Jennie Eva,		Lowell.
Rollins, Lottie May (Mrs. Edwin T. Bailey),		Woburn.
Scannell, Catharine Agnes,		Methuen.
Searle, Lillian Gertrude,		Newton.
Sullivan, Agnes Marie,		Lowell.
Swain, Helen Damon,		Lowell.
Underhill, Florence,		Melrose Highlands.

POST-GRADUATES.

Barr, John Ernest,		Lowell.
Baker, Katharine Faulkner,		Chelsea.
Wood, Sara Alice,		Acton.

HONORARY MEMBER.

Mr. George H. Conley.¹

CLASS MOTTO.

"Through Trials to Triumph."

Class 3. — June, 1901.

Bertolle, Bertha (Mrs. Joseph Hurley),		Lawrence.
Blaisdell, Louie Maude (Mrs. George W. Neville),		North Woburn.
Cameron, Christine, ¹		Tyngsborough.
Coleman, Ethel Russell (Mrs. Hussey),		Andover.
Conway, Margaretta Josephine,		West Duxbury.
Dalrymple, Frances Wilhelmine,		Boston.
Drake, Amy Belle,		St. Johnsbury, Vt.
Edmands, Gertrude Lillian,		New Bedford.
Farrington, Edith Therese,		Lowell.
Finnucane, Mary,		Methuen.

¹ Deceased.

Fletcher, Cora Taylor,	Concord, N. H.
French, Lillian Rose (Mrs. Warren Dutton), .	Bedford.
Harrington, Mary Elizabeth,	Lawrence.
Hines, Mary Frances,	Lawrence.
Howard, Gertrude Burnett,	Winchester.
Hurley, Mary Isabel,	Winchester.
Kennedy, Florence Margaret,	Woburn.
Libbee, Sara Elizabeth (Mrs. Louis Chevalier), .	Winchester.
Long, Caroline Pierce,	Woburn.
McMahon, Martina Frances,	Lowell.
Maguire, Mary Alice,	Cambridge.
Mann, Eva Dimock,	West Springfield.
Moore, Eureka Laura,	Lowell.
O'Malley, Lillian Gertrude, ¹	Lowell.
O'Sullivan, Catharine Gertrude (Mrs. Joseph McWeeney),	Brockton.
Parker, Minnie Emeline (Mrs. Fred L. Ash- worth),	Beverly.
Shea, Maria,	Woburn.
Sherburne, Bertha May,	Waltham.
Smith, Ruby Suitor (Mrs. Alfred Churchill Baker),	Beverly.
Turner, Kathryn Agnes, ¹	Norwood.
Walsh, Mabel Claire (Mrs. D. E. McQuade), .	Lowell.
Ward, Loretta Lowe,	Lowell.
Wilcox, Gertrude Mae,	Milton.

KINDERGARTEN.

Crowley, Gertrude Beatrice,	Lowell.
Edson, Bessie May,	Littleton, N. H.
Richardson, Elizabeth Helen (Mrs. Wm. J. Brokaw),	Long Branch, N. J.
Wood, Nina Benedict,	Billerica.
Halloran, Mary Isabel,	Lowell.

HONORARY MEMBER.

Mr. James L. Hughes.

CLASS MOTTO.

"Do Honor and Justice to the Nature of a Child."

¹ Deceased.

Class 4. — June, 1902.

Boynton, Ethel Marian,	Winchendon.
Cockerille, Edith Virginia (Mrs. Geo. H. Howes),	New Bedford.
Connell, Eva May,	Tyngsborough.
Crowley, Margaret Martha,	Lawrence.
Cunliffe, Bessie,	Methuen.
Cooney, Annie Katharine,	Lowell.
English, Agnes Esther,	Lawrence.
Farrell, Nellie Ursula Teresa,	Berlin, N. H.
Fields, Mary Belle,	St. Johnsbury, Vt.
Gardner, Rebecca Anne (Mrs. N. C. Getchell), .	Lowell.
Gordon, Eleanor Elizabeth (Mrs. Ellsworth Austin),	Georges Mills, N. H.
Gray, Helen Clifton,	Somerville.
Harkins, Sara Catherine,	Malden.
Harrington, Lena (Mrs. Frank L. Pratt), . .	Woburn.
Hodgson, Nellie Elizabeth,	Methuen.
Joyce, Anna Frances,	Lowell.
Mahoney, Annie Loretta,	Lowell.
Moody, Maud Ethel May,	Lowell.
Nichols, Mary Josephine,	Lawrence.
Parker, John Howard,	Haverhill.
Pickard, Almira Frances,	Concord Junction.
Quinn, Mary Genevieve,	Lowell.
Ramsay, Emma May,	Lawrence.
Seede, Mary Gertrude,	Lowell.
Shanley, Mary Katharine,	Lowell.
Smith, Florence Susan,	Methuen.
Strout, Lillian Amelia,	Lowell.
Tobin, Mary Elizabeth,	Lowell.
West, Maude Gertrude,	Lowell.
Wileox, Mabel Lucretia (Mrs. Arthur W. Colburn),	Dracut.
Winship, Edla Mabel (Mrs. Frank R. Brown), .	Durham, N. H.
Wright, Clara Belle (Mrs. Wm. Anderson), .	Middlebourne, W. Va.
Yapp, Abbie Lucinda (Mrs. Wm. E. Clapp), .	Danvers.
Young, Mary Eunice,	Winchester.

KINDERGARTEN.

Adams, Julia Marguerite,	Haverhill.
Armstrong, Alda,	Baltimore, Md.
Guyton, Mina,	Boston.

HONORARY MEMBER.

Miss Laura A. Knott.

CLASS MOTTO.

"Not finished, but begun."

Class 5. — June, 1903.

Barrows, Hannah Mary,	Lowell.
Brainerd, Frances Maude,	Lawrence.
Briscoe, Delia Frances,	Dracut.
Butman, Ethel Josephine,	Lowell.
Collins, Julia Newman,	Lawrence.
Conway, Elizabeth Anna,	Collinsville.
Conway, Mary Jane,	Lawrence.
Dowd, Emily Margaret,	Cambridge.
Downey, Caroline Angela,	Billerica.
Dunn, Annie Veronica,	Lawrence.
Elvin, Marguerite Mabel (Mrs. Raymond F. Wolcott),	Providence, R. I.
Fox, Gertrude Ellen,	Lawrence.
Geagan, Mary Ellen Clare,	Wakefield.
Genn, Louise Hamilton,	Malden.
Girard, Sophie Elizabeth (Mrs. Louis Carnfel),	Lowell.
Greene, Esther May,	Lowell.
Hale, Carrie Ethel,	Lowell.
Hamblett, Marion Sadie,	Dracut Centre.
Howker, Edith Helen,	Methuen.
Johnson, Katie Lawrie,	Andover.
Lahan, Anna Frances,	Methuen.
Leahy, Alice Eva,	Lowell.
LeLacheur, Eleanor Jane,	Lowell.
Locke, Ada Belle,	Lawrence.
Lynch, Carolyn Idella,	Lowell.
McCabe, Mary Genevieve,	Lawrence.

McCarthy, Nellie Theresa,	Collinsville.
McGarvey, Caroline Helen,	Lowell.
Morse, Bertha Lulu,	Lawrence.
Murphy, Ellen Mary,	Lawrence.
Murray, Nettie May,	Lawrence.
O'Brion, Katherine G.,	Roxbury.
O'Connell, Louise Madaline,	Lawrence.
O'Donoghue, Mary Gertrude,	Lowell.
O'Sullivan, Mary Agnes,	Lawrence.
Parker, Philena Alma,	Somerville.
Purdy, Clara Viola,	Mattapan.
Quealy, Alicia Theresa,	Lawrence.
Ramsay, Alice Emely,	Lowell.
Roach, Rosalie Marie,	Lowell.
Sawyer, Helen Margaret,	Lawrence.
Seede, Elizabeth Hanley,	Lowell.
Sherburne, Bernice Ruby, ¹	Brockton.
Shirley, Mae S. (Mrs. Henry Thatcher),	Fairhaven.
Smith, Etta May,	Lowell.
Spencer, Mary Louise,	East Lexington.
Tallant, Bessie Beatrice,	Westford.
Twomey, Katharine Agnes,	Lawrence.
Wylie, Annie May,	East Dracut.

KINDERGARTEN.

Boynton, Josephine Anna,	Lowell.
Brown, Marian Katherine,	Warner, N. H.
Milkins, Edna Beatrice,	Waltham.
Shaw, Jennie MacClure,	Dracut.
Smith, Florence,	Methuen.
Swift, Ida May,	Haverhill.

HONORARY MEMBER.

Vesta H. Sawtelle.

CLASS MOTTO.

“And a Little Child shall lead them.”

¹ Three years' course.

Class 6. — June, 1904.

Blodgett, Edna Roxanna,	Methuen.
Burdick, Francis Grace,	Springfield.
Campbell, Helen,	Lawrence.
Carter, Effie Maria,	Arlington.
Cassidy, Mary Elizabeth G.,	Lowell.
Clifford, Mary Elizabeth,	Lawrence.
Coburn, Minnie Eaton,	Lowell.
Copp, Cora Elizabeth (Mrs. Clarence Jones), .	Roslindale.
Cox, Helen Cecelia,	Methuen.
Cullen, Elizabeth Tyler,	Winchester.
Dodge, Blanche Ethel,	Chelsea.
Duffey, Clara Madeline,	Lexington.
Emerson, Olive Marian (Mrs. W. E. Kidder), .	Fall River.
Enright, Nora Annette (Mrs. Charles Taylor), .	Conway, N. H.
Greenleaf, Ethel Lena,	Malden.
Grimes, Carrie Annie, ¹	Lawrence.
Guyton, Mary Louise,	Ayer.
Hamblett, Florence Isabelle,	Plaistow, N. H.
Hannon, Katherine Teresa,	Andover.
Haverty, Lilian Beatrice,	Lawrence.
Hartwig, Elizabeth Johanna Mina,	Lawrence.
Hayes, Ella Maria,	Lawrence.
Herlihy, Mary Angela,	Lawrence.
Higgins, Effie Grace,	Attleborough.
Holt, Emma Gill,	North Chelmsford.
Holtham, Bertha Elizabeth,	Lawrence.
Irving, Annie Emma,	Lowell.
Johnson, Anna Welcome,	Methuen.
Kane, Christine Mary,	Lowell.
Kerr, Jennie Margaret,	Lawrence.
Laughton, Mabel Frances,	Newton Centre.
Lawlor, Josephine Elizabeth,	Lawrence.
Macgregor, Helen Mae Stuart,	Lawrence.
Marshall, Bertha Stevens,	Haverhill.
McDonnell, Marie Smelda,	Lawrence.
McKissock, Annie Louise,	Boston.
Miles, Elizabeth Catherine,	Lawrence.

¹ Deceased.

Mulry, Harriet Matilda,	Methuen.
Murphy, Anna,	Lawrence.
O'Leary, Alice Louise,	Lawrence.
Peabody, Fannie Luella (Mrs. Leonard H. Kimball),	East Haverhill.
Poore, Mary Day,	Attleborough.
Provencher, Elizabeth,	Lowell.
Raddin, Lucy Bertha,	Everett.
Seeton, Alice Frances,	Lowell.
Smith, Winifred Claire,	San Bernardino, Cal.
Staples, Bernice Ellen,	Haverhill.
Taylor, Lola Hastings,	Gatun, Panama.
Tierney, Margaret,	Lawrence.
Washburn, Sarah Annette,	Norway, Me.

KINDERGARTEN.

Brown, Mabel Nichols,	Haverhill.
Dodson, Sarah Elizabeth,	Andover.
Foster, Evelyn Tilton,	Salida, Cal.
James, Edna Maude,	Concord, N. H.
Sargent, Ruth Elizabeth,	Haverhill.
Stacy, Anne Clarabelle,	Nashua, N. H.

HONORARY MEMBER.

Frank F. Coburn.¹

CLASS MOTTO.

"Let all the Ends thou aimest at be thy Country's, thy God's, and Truth's."

Class 7. — June, 1905.

THREE YEARS' COURSE.

Gray, Sarah Alice (Mrs. Clarence Bowen),	Needham.
Stiles, Mary Almina (Mrs. Herbert Harvey),	Newark, N. J.

TWO YEARS' COURSE.

Blaisdell, Abbie Mary,	Forge Village.
Breen, Ellen Regina,	Chelmsford.
Brown, Ethel Marion (Mrs. G. E. Prouty),	Somerville.

¹ Deceased.

Brown, Laura Cynthia,	Gardner.
Canfield, Charlotte Maude,	Somerville.
Clarke, Helen Louise,	Lowell.
Corry, Katherine Veronica,	Woburn.
Crowell, Bertha Elizabeth,	North Weymouth.
Crowley, Mary Bernadette,	No. Walpole, N. H.
Cummings, Elizabeth Louise,	Salem.
Curtice, Abbie Anna,	Bristol, N. H.
Deane, Bertha Mabel,	Marblehead.
Donehue, Gertrude Helena,	Dracut.
Donovan, Margaret Teresa,	Lawrence.
Downey, Mary Helena,	No. Billerica.
Downing, Anastasia Elizabeth,	Lowell.
Dunlavey, Josephine Stanislaus,	Lowell.
Eastham, Elsie,	Lawrence.
French, Alice Mabelle,	Lowell.
Garabedian, Antranik,	Paris, France.
Graham, Emma Maud,	Chelmsford.
Greene, Mary Louise,	Lawrence.
Griffin, Susan Clarke,	Lowell.
Kimball, Bessie Mara (Mrs. Benjamin Shaw),	Holyoke.
Knapton, Leonora,	Lawrence.
Lane, Goldie Theresa,	Cambridge.
Leonard, Alice Eva (Mrs. John Gorman),	Haverhill.
Lyons, Gertrude Frances,	Dover, N. H.
Lyons, Jeannette Lind,	Haverhill.
Mahony, Margaret Genevieve,	Lawrence.
Marshall, Blanche Ethel,	Lowell.
McCarron, Anna Theresa,	Lowell.
McDermott, Catherine Elizabeth,	Chelmsford.
McEnnis, Esther May,	No. Walpole, N. H.
McEvoy, Winifred Catherine,	Newtonville.
McGibbon, Helen Blanche,	Haverhill.
Mitchell, Clara May (Mrs. Albert Watson),	Durham, N. H.
Moynahan, Mary,	Lowell.
Moynihan, Katherine Louise,	Andover.
O'Connell, Ellen Margaret,	Lawrence.
O'Connor, Alice Winifred,	Lawrence.
Ort, Mary Helen,	Chelmsford.
Phelps, Mary Isabella,	Lowell.

Quinn, Katharine Margaret,		North Chelmsford.
Rafter, Katharine Dempsey, ¹		Lowell.
Regan, Katherine Agatha,		Lawrence.
Ring, Margaret Mary,		Haverhill.
Sargent, Agnes Lucy,		Urbana, Ill.
Taylor, Mary Lillian (Mrs. Forest A. Richardson),		Lowell.
Tobin, Katharine Madeline,		Lowell.
Traey, Mary Bernadette,		Peterboro, N. H.
Tuttle, Ruth,		Westford.
Twining, Violet Alice,		Burlington.
Washburn, Ina Patti,		Lawrence.
White, Carolyn Lenora,		North Andover.
Williams, Mabel Price,		Berlin, N. H.

KINDERGARTEN.

Gray, Elizabeth May,		Nashua, N. H.
Harrison, Marion Adelle,		Lowell.
Livingstone, Helen Sophronia,		Lowell.

HONORARY MEMBER.

Hugh J. Molloy.

CLASS MOTTO.

"Duty is with us; Results are with God."

POST-GRADUATES.

Campbell, Helen,		Lawrence.
Clifford, Mary Elizabeth,		Lawrence.
Grimes, Carrie Annie,		Lawrence.
Hartwig, Elizabeth J. M.,		Lawrence.
Haverty, Lillian Beatrice,		Lawrence.
Hayes, Ella Maria,		Lawrence.
Herlihy, Mary Angela,		Lawrence.
Holtham, Bertha Elizabeth,		Lawrence.
Kerr, Jennie M.,		Lawrence.
Lawlor, Josephine,		Lawrence.
Macgregor, Helen M. S.,		Lawrence.
McDonnell, Marie,		Lawrence.

¹ Deceased.

Miles, Elizabeth Catherine,		Lawrence.
Murphy, Anna,		Lawrence.
O'Leary, Alice,		Lawrence.
Tierney, Margaret E.,		Lawrence.

Class 8. — June, 1906.

Aldrich, Enid May,		Wilmington.
Brown, Carrie Louise,		North Attleborough.
Callahan, Mary Edith,		Peterboro, N. H.
Cameron, Gertrude Maud,		Berlin, N. H.
Carter, Lucy Shattuck,		Andover.
Clark, Alice Lillian,		Lowell.
Coffey, Anna Theresa,		Lowell.
DeCatur, Luanna Battles,		Chelsea.
Donovan, Frances Louise,		Lowell.
Donovan, Marianna Louise,		Lowell.
Finegan, Agnes Marguerite,		Lawrence.
Frappier, Eugenie Viola,		Lowell.
Frye, Grace Ellison,		Lowell.
Gilinson, Elizabeth Anna,		Lowell.
Gookin, Margaret Cecelia,		North Chelmsford.
Hannafin, Loretta Alice,		Lowell.
Hawes, Elsie Emma (Mrs. Geo. F. Smith),		Barre.
Higgins, Anna Margaret,		North Billerica.
Hillery, Susie Elizabeth,		Hardwick.
Hunt, Grace Goldie,		Newton Upper Falls.
Johnson, Katharine Hodges,		Malden.
Kohlrausch, Olive Dorris,		Billerica.
Lenane, Julia Teresa,		Lawrence.
Lewis, Marion,		Lawrence.
Lowney, May Ella,		Lowell.
Lynch, Nellie Frances,		Lowell.
Macnutt, Ena Gertrude,		Chelsea.
Manning, Alice Emily,		Lowell.
Mawn, Kathryn Frances,		Peterboro, N. H.
McCue, Mary Alice,		Lowell.
McDonald, Alice Ferguson,		Methuen.
McGowan, Mary Christina,		Lawrence.
McQuade, Gertrude Bernadette,		Lowell.
Morse, Susan Emma,		Dracut.

Murphy, Mary Magdalene,	.	.	.	.	Boston.
O'Connell, Anna Monica,	.	.	.	.	Lawrence.
O'Leary, Mary Josephine,	.	.	.	.	Lawrence.
Page, Florence Emma,	.	.	.	.	Methuen.
Powell, Jennie May,	.	.	.	.	Lowell.
Richardson, Mary Emma,	.	.	.	.	Lowell.
Sargent, Edith Jackson,	.	.	.	.	Lawrence.
Sullivan, Margaret Louise,	.	.	.	.	Lawrence.
Thumim, Frances,	.	.	.	.	Newton.
Twining, Bertha Elizabeth,	.	.	.	.	Berlin, N. H.
Watkins, Clara Frances,	.	.	.	.	Millbury.
Welsh, Elizabeth Ellen,	.	.	.	.	Berlin, N. H.
Williams, Evelyn Laura,	.	.	.	.	Berlin, N. H.

KINDERGARTEN.

Flagg, Marion Cushman,	.	.	.	.	Haverhill.
Hill, Alice Mary,	.	.	.	.	Draeut.
Hills, Hattie Gertrude,	.	.	.	.	Nashua, N. H.
Holden, Grace Emma,	.	.	.	.	Haverhill.
Stevens, Ethel May,	.	.	.	.	Lowell.
Wood, Vera Mildred,	.	.	.	.	Lowell.

HONORARY MEMBER.

Miss Mabel C. Bragg.

MOTTO.

"All are Needed by Each One."

Class 9. — June, 1907.

Alister, Lillian Elizabeth,	.	.	.	.	Groveland.
Anderson, Elsa Ragnhilde,	.	.	.	.	Reading.
Bennett, Effie May,	.	.	.	.	Westford.
Bishop, Louise Agatha,	.	.	.	.	Lawrence.
Bixby, Herbert Dallas,	.	.	.	.	Lowell.
Bodwell, Dorothy Caroline,	.	.	.	.	South Groveland.
Brooks, Alice French,	.	.	.	.	Lowell
Cairns, Lavinia Catherine,	.	.	.	.	Reading.
Canfield, Marion Margaret (Mrs. George Brad- ley),	.	.	.	.	St. Armand, P. Q.

Chapman, Mildred Helena,	.	.	.	.	Dracut.
Connell, Ivah Maude,	.	.	.	.	Lowell.
Connor, Mabel Johnston,	.	.	.	.	Lawrence.
Cordiner, Isabelle,	.	.	.	.	Reading.
Corry, Mary Louise,	.	.	.	.	Winchendon.
Cove, Mary Elizabeth,	.	.	.	.	Danvers.
Coveney, Grace M. C.,	.	.	.	.	Lawrence.
Doe, Bertha Gertrude,	.	.	.	.	East Templeton.
Doherty, Marjorie Elizabeth,	.	.	.	.	East Douglas.
Dorr, Ada Blanche,	.	.	.	.	Woburn.
Driscoll, Katherine Bernadette,	.	.	.	.	North Andover.
Farmer, Gertrude Louise,	.	.	.	.	Mendon.
Feindel, Florence Lucrene,	.	.	.	.	Newton.
Ferrin, Mary Genevieve,	.	.	.	.	Lawrence.
Finegan, Nellie Josephine,	.	.	.	.	Lawrence.
Fox, Annie Gertrude,	.	.	.	.	Lawrence.
Gens, Anna Augusta,	.	.	.	.	Lawrence.
Gilman, Nora Teresa,	.	.	.	.	Lebanon, N. H.
Goodwin, Aroline May,	.	.	.	.	Methuen.
Griffin, Mary Genevieve,	.	.	.	.	Lawrence.
Haigh, Edna Viola,	.	.	.	.	Lawrence.
Hall, Ora May,	.	.	.	.	South Chelmsford.
Hobbs, Fannie Goodwin,	.	.	.	.	Minneapolis, Minn.
Holman, Hilda,	.	.	.	.	Berlin, N. H.
Jeffrey, Jean Ure,	.	.	.	.	Lawrence.
Jones, Cora Ethel,	.	.	.	.	Lowell.
Joslyn, June J.,	.	.	.	.	Franklin Park.
Leighton, Bessie,	.	.	.	.	Marion.
Lowe, Charlotte Olive,	.	.	.	.	Lowell.
Mahoney, Katherine M. A.,	.	.	.	.	Lawrence.
Maloney, Mary Margaret,	.	.	.	.	Lawrence.
Moeckel, Rosa Helen,	.	.	.	.	Lawrence.
Moody, Annie Frances,	.	.	.	.	Methuen.
O'Brien, Katherine Philomena,	.	.	.	.	Lowell.
O'Sullivan, Gertrude Veronica,	.	.	.	.	Lawrence.
Palm, Olive Josephine,	.	.	.	.	Dunstable.
Prescott, Alice Luella,	.	.	.	.	Ashland, N. H.
Sampson, Grace Helena,	.	.	.	.	Lawrence.
Sanborn, Edith Tasker,	.	.	.	.	Lowell.
Sawyer, Lois Trask,	.	.	.	.	Bradford.

Schelde, Eugenia Scheldine,	.	.	.	.	Durham, N. H.
Shea, Katherine Louisa,	.	.	.	.	Chelmsford.
Staples, Evie M.,	.	.	.	.	Lynn.
Sweeney, Elizabeth Rosalie,	.	.	.	.	Staten Island, N. Y.
Tracy, Katherine Esther,	.	.	.	.	Peterboro, N. H.
Underwood, Mary Augusta,	.	.	.	.	North Reading.
Wholey, Mary Alma,	.	.	.	.	Lawrence.
Woodcock, Emma Louise,	.	.	.	.	Lawrence.

KINDERGARTEN.

Church, Ethel Henrene,	.	.	.	.	Lowell.
Pyne, Eva Frances,	.	.	.	.	Westford.
Ryan, Marion,	.	.	.	.	Nashua, N. H.
Shattuck, Marion,	.	.	.	.	Nashua, N. H.

HONORARY MEMBER.

Miss Mabel Hill.

MOTTO.

"Character, not Reputation."

POST-GRADUATES.

Finegan, Agnes Marguerite,	.	.	.	.	Lawrence.
Lenane, Julia Teresa,	.	.	.	.	Lawrence.
Lewis, Marion,	.	.	.	.	Lawrence.
Manning, Alice Emily,	.	.	.	.	Lowell.
McGowan, Mary Christina,	.	.	.	.	Lawrence.
O'Connell, Anna Monica,	.	.	.	.	Lawrence.
O'Leary, Mary Josephine,	.	.	.	.	Lawrence.
Sargent, Edith Jackson,	.	.	.	.	Lawrence.
Sullivan, Margaret Louise,	.	.	.	.	Lawrence.

Class 10. — June, 1908.

Barnum, Viola Niehia,	.	.	.	.	Woburn.
Brooke, Nora Hartley,	.	.	.	.	Harvard.
Brosnan, Mollie Monica,	.	.	.	.	Lowell.
Brown, Anna Leslie,	.	.	.	.	Minneapolis, Minn.
Burke, Emily Gertrude,	.	.	.	.	Lawrence.
Cameron, Rebecca,	.	.	.	.	North Dartmouth.

Clarke, Miriam Pearl,	Reading.
Cochrane, Mary Alice,	Lowell.
Collins, Mary Helena,	Lowell.
Common, Elizabeth Grace,	Lowell.
Condon, Margaret Mary, ¹	Lawrence.
Connor, Sadie Agatha,	Lowell.
Cummings, Ethel May,	Lancaster.
Daley, Annie,	Lawrence.
Dodge, Florence Evelyn,	Methuen.
Doherty, Mary Anne,	Winchester.
Driscoll, Ann Frances,	North Andover.
Driscoll, Kathleen Elizabeth,	Lowell.
Dunn, Mary Ann,	Graniteville.
Eaton, Agnes Viola,	Granby.
Evans, Ethel Gertrude,	Acton.
Foley, May Helena,	East Dennis.
Garvey, Mary Agnes Cecelia,	Forge Village.
Garvey, Grace Mary,	Kenwood.
Gould, Alice Russell,	Contoocook.
Greene, Laura Frances,	Lowell.
Guyton, Helen Margaret,	Lowell.
Hendry, Elizabeth,	Lawrence.
Hoole, Patricia,	Georgetown.
Jantzen, Genevieve Elizabeth,	Graniteville.
Joyce, Alice Louise,	Lowell.
Kew, Ivy Ethel,	Chelmsford.
Kinsella, Loretta Mary,	Dracut.
Knapton, Bessie Ellen,	Lawrence.
La Fleur, Alice,	Lowell.
Lord, Helen Josephine, ¹	Chelmsford.
Lovering, Charlotte Elizabeth,	Westford.
Maguire, Anna May,	Woburn.
Maguire, Rose Monica,	Lawrence.
Marsh, Florence Emeline,	Salem Depot, N. H.
McCabe, Rose Mulvina,	Lawrence.
McGowan, Edna May,	Lawrence.
Mullaney, Elizabeth Vera,	Lowell.
O'Connell, Alice Bernadine,	Lawrence.
O'Donoghue, Anna Clare,	Lowell.

¹ Deceased.

O'Hare, Nellie Dorothea,	East Billerica.
Ollis, Mary Alice,	Clinton.
O'Sullivan, Eva Mary,	Lawrence.
Pattison, Lillie May,	Burlington.
Perham, Sarah Elsie,	Mansfield.
Seery, Mary Rose,	Lowell.
Shaw, Jennie Ruth,	Goshen.
Sidley, Katherine Elizabeth,	Lawrence.
Singleton, Mary Loretta,	Lawrence.
Slattery, Julia Gertrude,	Lowell.
Small, Leona Mildred,	Lowell.
Smith, Jeanie Innes,	Methuen.
Spaulding, Eliza,	Chelmsford Center.
Sullivan, Katherine Marie,	Lawrence.
Thomas, Louise Claire,	Lowell.
Willan, Lesley Louise,	Lawrence.

KINDERGARTEN.

Baldwin, Arleen Josephine,	Nashua, N. H.
Doherty, Grace Agnes,	Winchester.
Stacy, Myra Lillian,	Plaistow, N. H.
Webster, Helen Burlingame,	Lowell.

HONORARY MEMBER.

Hugh J. Molloy.

CLASS MOTTO.

"Not in the shouts and plaudits of the throng
But in ourselves are victory and defeat."

LONGFELLOW.

POST-GRADUATES.

Bishop, Louise Agatha,	Lawrence.
Connor, Mabel Johnston,	Lawrence.
Coveney, Grace M. C.,	Lawrence.
Driscoll, Katherine Bernadette,	Lawrence.
Ferrin, Mary Genevieve,	Lawrence.
Finegan, Nellie Josephine,	Lawrence.
Fox, Gertrude Annie,	Lawrence.
Gens, Anna Augusta,	Lawrence.

Griffin, Mary Genevieve,	Lawrence.
Haigh, Edna Viola,	Lawrence.
Jeffrey, Jean Ure,	Lawrence.
Mahoney, Katherine M. A.,	Lawrence.
Maloney, Mary Margaret,	Lawrence.
Moeckel, Rosa Helen,	Lawrence.
Sampson, Grace Helena,	Lawrence.
O'Sullivan, Gertrude Veronica,	Lawrence.
Wholey, Mary Alma,	Lawrence.
Woodcock, Emma Louise,	Lawrence.

Class 11. — June, 1909.

Archibald, Florence Emily,	Melrose.
Barnum, Hilda Gilberta,	Woburn.
Bree, Rose Bernadette,	Haverhill.
Callahan, Katherine Frances,	Lawrence.
Conway, Mary Gertrude,	Lawrence.
Crowell, Ruth,	Lowell.
Cummings, Anna Bertha,	Woburn.
Cutter, Clara Corinne,	Atkinson, N. H.
Daniels, Ruth Marion,	Lawrence.
Donovan, Carolyn Goggin,	Lawrence.
Donovan, Margaret Teresa,	Lowell.
Driscoll, Julia Marie,	Lowell.
Dugan, Annie Cecelia,	Andover.
Finegan, Frances Teresa,	Lawrence.
Fitzpatrick, Susan Agnes,	Somerville.
Fowle, Julia Edna,	Woburn.
Gallagher, Alice Marguerite,	Dracut.
Godfrey, Emily Elizabeth,	Fitzwilliam.
Gray, Annie Gertrude,	Lowell.
Halloran, Helen Rose,	Lowell.
Hartwell, Gertrude Flora,	Lawrence.
Hurley, Anna Alena,	Lowell.
Hutchings, Evelyn Phoebe,	Lawrence.
Knowlton, Helen May,	Reading.
Lennon, Florence Dolorus,	Haverhill.
Logan, Margaret Stuart,	Lawrence.
Lynch, Alice Heland,	Lowell.
Mahoney, Letitia Estelle,	Lowell.

McCue, Margaret Grace,	Lowell.
McDermott, Helen Evelyn,	Contoocook, N. H.
McGilly, Alice Gertrude,	Lowell.
McLaughlin, Susie Elizabeth,	Salem Center, N. H.
Mohan, Helen Marie,	Haverhill.
Moss, Elizabeth Alice,	Lawrence.
Noonan, Frances Cleveland,	Lowell.
O'Leary, Katherine Elizabeth,	Haverhill.
Ollis, Annie Elizabeth,	Clinton.
Osgood, Helen Crooker,	Lowell.
O'Shea, Ida Alice,	Haverhill.
O'Sullivan, Mary Philomena,	Lawrence.
Prescott, Jermima,	Lawrence.
Roark, Martha Gertrude,	Warren.
Ruth, Florence Rachael,	North Billerica.
Shea, Regina Monica,	Lawrence.
Shinkwin, Margaret Elizabeth,	Auburn.
Stevens, Olive,	Haverhill.
Stites, Florence May,	Lowell.
Taylor, Martha Richardson,	Norwood.
Webster, Helen Burlingame,	Lowell.
Wright, Lillian Gertrude,	Graniteville.

HONORARY MEMBER.

Mr. Cyrus A. Durgin.

MOTTO.

"Low Aim, not Failure, is Crime."

POST-GRADUATES.

Burke, Emily G.,	Lawrence.
Driscoll, Annie F.,	Lawrence.
Knapton, Bessie E.,	Lawrence.
McGowan, Edna M.,	Lawrence.
O'Connell, Alice B.,	Lawrence.
Sidley, Katherine E.,	Lawrence.
Sullivan, Katherine M.,	Lawrence.
Daley, Annie,	Lawrence.
Hendry, Elizabeth,	Lawrence.

McCabe, Rose M.,		Lawrence.
McGuire, Rose M.,		Lawrence.
O'Sullivan, Eva M.,		Lawrence.
Singleton, Mary L.,		Lawrence.
Willan, Leslie L.,		Lawrence.

Senior Class — 1909-10.

Abbott, Gertrude Cushing,		Lowell.
Adams, Mabel Marion,		Chelmsford.
Badger, Lilian Persis,		Methuen.
Bailey, Mary Elizabeth,		Methuen.
Baker, Della Bertha,		Chelmsford Center.
Ball, Gertrude Caroline,		Lawrence.
Barker, Edith A.,		Milford, N. H.
Bateman, Abigail Genevieve,		Lawrence.
Brauer, Edna Florence,		Woburn.
Bresnahan, Mary Isabelle,		Lawrence.
Burnham, Helen Roseatte,		Westford.
Calnan, Grace Edna,		Lawrence.
Carey, Mary Caroline,		Bradford.
Cawley, Anna Josephine,		Lowell.
Collins, Sabrina Pauline,		Methuen.
Corry, Gertrude Elizabeth,		Woburn.
Curtin, Ethel Debrah R.,		Lawrence.
Daley, Ellen Louise,		Lowell.
Dearth, Leona Hazel,		Lowell.
Devoy, Mary Eugenie,		Lawrence.
Dewire, Kathryn Geneive,		Lowell.
Dunn, Catherine Ellen,		West Chelmsford.
Dustin, Elsie Marguerite,		Manchester, N. H.
Dyson, Minnie Seton,		North Billerica.
Eastham, Alice,		Lawrence.
Elliott, Elizabeth Herron,		Lawrence.
Elliott, Lottie Ellen,		Groveland.
Emerson, Edith May,		Haverhill.
Emery, Irene Pearl,		Salem Depot, N. H.
Farrington, Ethel Agnes,		Lawrence.
Finegan, Margaret Louise,		Lawrence.
Finlay, Annie Anderson,		Lawrence.
Fleming, Mary Chilton,		Lowell.

Ford, Louise Agnes,	Lawrence.
Frappier, Regina Blanche,	Lowell.
Gauthier, Irene Eugenie,	Lowell.
Geary, Rose Constance,	Lowell.
George, Ethel Vashti,	Groveland.
Groves, Veraeunda Elizabeth,	Lowell.
Hartford, Helen Elizabeth,	Lowell.
Hayes, Margaret Alice,	Lowell.
Hefner, Elsa Tapley,	Methuen.
Hill, Violet Jessie,	Reading.
Hodsdon, Margaret Elizabeth,	Lowell.
Hyland, Helen Gertrude,	Lawrence.
Jeffrey, Helen Macdonald,	Lawrence.
Kegler, Sophie Harriet,	Somerville.
Kelly, Louise Agnes,	Somerville.
Kendall, Mary Alvah,	Lowell.
Kennedy, Cecilia Rita,	Lawrence.
Knowlton, Carrie Blanche,	Chelmsford Center.
Koschitzky, Annie N.,	Lawrence.
Leadbetter, Bertha Wynnette,	Lowell.
Lee, Rose A.,	Nashua, N. H.
Lonergan, Catherine Agnes,	Lawrence.
Lunt, Alice Marion,	Groveland.
McCarthy, Frances C.,	Lawrence.
McDowell, Mary Josephine,	Lawrence.
McGowan, Agnes Arvilla,	Lowell.
McNulty, Evangeline Marie,	Lawrence.
Marsden, Elsie A.,	Lawrence.
Merrill, Gertrude Elila,	Lowell.
Minard, Bessie B.,	Beverly.
Moran, Harriette Beatrice,	Nashua, N. H.
Morin, Eileen Teresa,	Bradford.
Murphy, Helen Margaret,	Lawrence.
Newsholme, Mary Elizabeth,	Methuen.
Nolan, Winifred M. D.,	Somerville.
Norris, Bessie May,	Lowell.
O'Brien, Mary Gertrude,	Lawrence.
O'Neil, Marietta Elizabeth,	Lowell.
O'Neill, Katherine Cecilia,	Lowell.
O'Sullivan, Julia Cecelia,	Lowell.

Paasche, Anna Augusta,	Chelmsford Center.
Pinney, Eugenie Melissie,	Haverhill.
Ray, Josephine Park,	Woburn.
Reed, Helen Maude,	Concord, N. H.
Riley, Marguerite Aloyse,	Lawrence.
Sawyer, Emily Marian,	Lawrence.
Schwartz, Lucy,	East Billerica.
Shea, Mary Teresa,	Somerville.
Sheehy, Annie Louise,	Lawrence.
Smith, Marion Laura,	Woburn.
Sorensen, Marie Heloise,	Woburn.
Stinson, Grace Anna,	Lowell.
Todd, Alice Shaw,	Lawrence.
Twomey, Mary Agnes,	Lawrence.
Waters, Annie Marie,	Lawrence.
Weiss, Alice Gertrude L.,	Lawrence.
Weldon, Mary Isabel,	Lawrence.
Wholey, Julia Eunice,	Lawrence.
Wolcott, Edna H.,	Nashua, N. H.

Junior Class—1909-1910.

Adams, Ruth Elizabeth,	Chelmsford.
Barkley, Dorothy,	Lowell.
Bartlett, Laura Medora,	Haverhill.
Batson, Charlotte Rachel,	North Andover.
Bough, Mary Margaret,	Haverhill.
Bowler, Mary Cecilia,	Lawrence.
Buck, Elsie Louise,	Wilmington.
Carey, Mary Catherine,	Lowell.
Carolan, Mary Frances,	Lowell.
Chadwick, Hazel,	Lowell.
Coggeshall, Pauline,	Lowell.
Cohen, Sarah,	Haverhill.
Comtois, Lucille Eugenie,	Lowell.
Connell, Elizabeth Rebecca,	Lowell.
Coursey, Theresa Esther,	Woburn.
Cowell, Mary Margaret,	Lowell.
Crawford, Ruth Darling,	Lowell.
Cullen, Agnes,	Winchester.
Cunliffe, Selina,	Methuen.

Dame, Esther Eleanor,	Haverhill.
Doherty, Catharine Frances,	Winchester.
Donohoe, Alice Gertrude,	Lowell.
Donovan, Annie Theresa,	Lawrence.
Donovan, Mary Aquinas,	Lawrence.
Donovan, Mary Patricia,	Ballardvale.
Dydek, Lillian Marie,	Lawrence.
Edwards, Lillian Belle,	Haverhill.
Farnan, Alice Irene,	Lowell.
Firth, Maude,	Methuen.
Fletcher, Maude Gertrude,	South Lawrence.
Flynn, Elizabeth Mary,	West Chelmsford.
Grady, Henrietta Isabel,	Lowell.
Greene, Grace Kathleen,	Lawrence.
Grogan, Annie Rachel,	Haverhill.
Haggerty, Mabel Elizabeth,	Lowell.
Hansbury, Margaret Veronica,	Lowell.
Hennessy, Mary Magdalene,	Lowell.
Hogan, Agnes Regina,	Lawrence.
Hogan, Florence Theresa,	Cambridge.
Hogan, May Agnes,	Lowell.
Hopner, Sadie,	Lowell.
Howe, Ruth,	Lowell.
Humphrey, Elizabeth May,	Lawrence.
Hurd, Helen May,	Lowell.
Ingham, Alice Beaumont,	Lowell.
Keyes, Gertrude Theresa,	Lowell.
Lena, Elizabeth Madeleine,	Lawrence.
Littlefield, Helen Mabel,	Wamesit.
Logan, Florence Julia,	Lawrence.
Mahoney, Gertrude May,	Lawrence.
March, Annie Hainsworth,	Lawrence.
Maxwell, Elizabeth Gertrude,	South Lawrence.
McAllister, Grace Elizabeth,	Lowell.
McCarthy, Josephine Elizabeth,	Lawrence.
McMaster, Lettie Roberta,	Lowell.
Mitchell, Christina Anastasia,	Lowell.
Moriarty, Mary Josephine,	Lawrence.
Mullen, Genevieve Agnes,	Lawrence.
Murray, Kathryn Irene,	Lawrence.

O'Donnell, Marguerite,	Lawrence.
O'Loughlin, Helena May,	Lowell.
Phelps, Agnes Genevieve,	Lowell.
Reardon, Mary Josephine,	Lowell.
Riley, Mary Ellen Genevieve,	Lawrence.
Robinson, Edna Maude,	Billerica.
Sanders, Esther Adelaide,	Lowell.
Shult, Ellen Elizabeth,	Billerica.
Southworth, Sarah Helen,	Methuen.
Stewart, Bertha Marshall,	Lawrence.
Sullivan, Frances Madeleine,	Lawrence.
Sullivan, Katherine Cecilia,	South Lawrence.
Sullivan, Mabel Gustina,	Lowell.
Sullivan, Margaret Mary,	Lawrence.
Tewksbury, Angelia Catharine,	Lawrence.
Thumim, Esther Pearl,	Lowell.
Walker, Adaline Phoebe,	Lawrence.
Walsh, Agnes Lillian,	Lowell.
Walsh, Katherine Frances,	Lawrence.
Wilson, Bertha Marie,	Lawrence.
Wood, Helen Katherine,	Haverhill.

Certificate Required for Admission to a Preliminary Examination.

_____ 1910.

_____ has been a pupil in the

_____ School for three years, and is, in my judgment prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof:—

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M _____
is a regular graduate of a four years' course of the _____
_____ High School, and that, to the best of my knowledge
and belief, _____ he is a person of good moral character.

_____ *Principal.*

_____ 1910.

